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AUTHOR	Davis, Jacqueline D., Ed.; Young, Robert E., Ed.
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ABSTRACT

Faculty development programs in Minnesota, South Dakota, and North Dakota, which were funded by the Bush Foundation, are described. Activities include advising, curriculum development and course review, department reviews, grants, humanistic studies, internships and interdisciplinary teaching, journals, leave supplements, master teachers, newsletters, overseas apprenticeships, research, retreats and retraining, travel, and workshops. All these activities are directed to improving undergraduate education. The Bush Foundation's support of faculty development and undergraduate education is also summarized. Program goals, strategies, and personnel are presented for the following schools: Augsburg College, Augustana College, Bethel College, Carleton College, College of Saint Catherine, College of St. Scholastica, College of Saint Teresa, College of St. Thomas, Concordia College, Dakota Wesleyan University, Dakota Writing Project (Northern State College), Gustavus Adolphus College, Hamline University, Macalester College, Mary College, Minnesota State University System, Mount Marty College, North Dakota University, Saint John's University, Saint Olaf College, University of Minnesota, and University of North Dakota. (SW)

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Faculty Development Programs

in

Minnesota

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and

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The Bush Foundation

St. Paul, Minnesota

HE 015 923

A Regional Program of Faculty Development

President's Introduction

In June, 1978 the Bush Foundation Board of Directors approved a program of grants to improve college student learning through increased attention to faculty development and the improvement of teaching. The Foundation agreed to expend at least $750,000 a year for at least six years to support programs at four-year private and public colleges and universities in Minnesota, North Dakota, and South Dakota.

Faculty development, under this program, has been defined in many different ways, as the descriptions which follow indicate. The Bush Foundation's program has not attempted to create a new definition, nor to adopt any narrowly established definition. Rather it has tried to acknowledge demographic and financial pressures on the colleges and universities in this region during the 1980's, which, if not offset, may reduce faculty mobility, reduce opportunities for research and intellectual stimulation, and in the end produce unwanted effects on how and what undergraduate students learn.

As a result of this program of grants we expect to affect favorably the quality of teaching and learning for a number of students in a number of collegiate programs. Also, some colleges will learn new approaches to teaching improvement and faculty development, which we hope will demonstrate sufficiently great benefit so that they will remain in place after the period of Bush Foundation support. Perhaps, if there are enough instances of success, widely and reliably understood, a network of regional institutions can share lessons about teaching and learning which may be important not only during a period of recession in the U.S. postsecondary education, but beyond that period as well.

This booklet is a first step in sharing lessons about faculty development and the improvement of teaching in the region. It describes briefly the plans which the participating institutions have made to improve student learning. The booklet was intended as a way for these institutions to trade plans and further inquiries, and may also help others who either are already involved with faculty development activities or those contemplating the start of such a program. You will find addresses and phone numbers in each program description.

Humphrey Doermann, President
The Bush Foundation
E-900 First National Bank Building
St. Paul, MN 55101
(612-227-0891)

Editors' Introduction

Variety, more than anything else, marks the Faculty Development programs funded by the Bush Foundation. This booklet tries to highlight that variety, by presenting together the descriptions of these programs. A score of institutions are represented, from small, private colleges, like Mary College in North Dakota, to large, publicly supported universities, like the University of Minnesota. And, an alphabet full of activities are included in these descriptions — advising, "Benedictine Lectures," curriculum development and course review, department reviews, exchanges, faculty-student dialogue, grants, humanistic studies, internships and interdisciplinary teaching, journals, leave supplements, "Master Teachers," newsletters, overseas apprenticeships, professional development plan and "Paraloop," retreats and retraining, student-faculty research, travel, visits, workshops, year-long seminars, and zen. All these activities, and the institutions engaging in them, have in common the goal of improving undergraduate education.

This collection of program descriptions serves to bring together the institutions funded by the Foundation, to encourage communication, and to share ideas with other colleges and universities concerned about faculty development and the enhancement of teaching. We hope that the descriptions stimulate and encourage further development at these institutions, as well as establish relationships among these programs and with others in the region and across the country. We would like nothing better than to find copies dog-earred from use as a source and directory of faculty development programs in Minnesota, North Dakota and South Dakota.

Finally, this booklet summarizes the accomplishment of the Bush Foundation in supporting faculty development and the improvement of undergraduate education in these three states. This regional program deserves recognition. We believe it holds insights for institutions, states, and other foundations concerned with the vitality and quality of postsecondary education.

Jacqueline D. Davis and Robert E. Young
University of North Dakota
January 1982

The Bush Foundation-funded Faculty Development Programs

Augsburg College
Norma Noonan, Director of Faculty Development
Augsburg College
731 - 21st Avenue South
Minneapolis, MN 55454
(612) 330-1092

Augustana College
Arthur L. Olsen, Dean of Academic Services
Augustana College
Sioux Falls, SD 57102
(605) 336-4113

Bethel College
William Johnson, Faculty Development Coordinator
Bethel College
3900 Bethel Drive
St. Paul, MN 55112
(612) 638-6325

Carleton College
Peter W. Stanley, Dean
Carleton College
Northfield, MN 55057
(507) 663-4303

College of Saint Catherine
Sister Anita Pampusch
Academic Dean
College of Saint Catherine
Saint Paul, MN 55105
(612) 690-6500

College of St. Scholastica
Sister Joan M. Braun, Dean of Faculty
College of St. Scholastica
1200 Kenwood Avenue
Duluth, MN 55811
(218) 723-6036

College of Saint Teresa
Susan Batell, Dean of Academic Affairs
College of Saint Teresa
Winona, MN 55987
(507) 454-2930, ext. 247

College of St. Thomas
Robert C. Foy, Director of Faculty Development
College of St. Thomas
2115 Summit Avenue
St. Paul, MN 55105
(612) 647-5864

Concordia College
David M. Gring
Vice President for Academic Affairs
Concordia College
Moorhead, MN 56560
(218) 299-3001

Dakota Wesleyan University
Helen Trimble, Vice President for Academic Affairs
Dakota Wesleyan University
Mitchell, SD 57301
(605) 996-6511

Dakota Writing Project
J.W. Proctor
English Department
Northern State College
Aberdeen, SD 57401
(605) 622-2404

Gustavus Adolphus College
Professor Thomas A. Gover
Department of Chemistry
Gustavus Adolphus College
Saint Peter, MN 56082
(507) 931-7319

Hamline University
George Redman
Education Department
Hamline University
Saint Paul, MN 55104
(612) 641-2269

Macalester College
Harley Henry, Coordinator of the
Faculty Development Program
Interim Office
Macalester College
1600 Grand Avenue
St. Paul, MN 55105
(612) 696-6296

Mary College
Thomas P. Johnson, Manager of the
Center for Faculty Development
Mary College
Apple Creek Road
Bismarck, ND 58501
(701) 255-4681

Minnesota State University System
George Bates, Executive Assistant to the
Vice Chancellor for Academic Affairs
Minnesota State University System
407 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-6870

Mount Marty College
James R. Bowers, FAC Coordinator
Mount Marty College
1100 West Fifth
Yankton, SD 57078
(605) 668-1592

North Dakota State University
Johannes Vazulik
Department of Modern Languages
Minard 320
North Dakota State University
Fargo, ND 58105
(701) 237-8848

Saint John's University
Joseph M. Friedrich, Director of Faculty Development
Saint John's University
Collegeville, MN 56321
(612) 363-3519

Saint Olaf College
Barbara Helling, Coordinator
Teaching/Learning Center
Saint Olaf College
Northfield, MN 55057
(507) 663-3148

University of Minnesota
Kenneth H. Keller, Vice President for Academic Affairs
213 Morrill Hall
University of Minnesota
Minneapolis, MN 55455
(612) 373-2495

University of North Dakota
Robert E. Young, Director
Office of Instructional Development
Box 8161, University Station
Grand Forks, ND 58202
(701) 777-3325

Augsburg College

Instructional Improvement and Professional Growth

Augsburg College in Minneapolis is a coeducational college enrolling about 1,500 students and employing about 95 FTE faculty. With the support of a Bush Foundation planning grant, Augsburg faculty and administration conducted a review of faculty development literature, visited faculty development programs at other colleges, surveyed preferences and needs of the faculty, and held planning conferences and hearings. From these planning activities emerged needs currently being met under a new $186,060 Bush grant to Augsburg for Faculty Development.

GOALS AND STRATEGIES

In the next three years (1981-1984) Augsburg intends to provide opportunities for faculty development in two categories: Instructional Improvement and Professional Growth.

INSTRUCTIONAL IMPROVEMENT

1. Annual Major Workshop on the Improvement of Teaching: To be held each year for all faculty: Examples of topics are improving the quality of academic advising, alternative teaching and learning styles in the classroom, and using the library's resources in teaching.

2. General Teaching Workshops: Two or three workshops a year conducted by Augsburg faculty and invited guests from nearby institutions on such subjects as teaching writing, Piaget's teaching and concepts, improving classroom visual aids, the role of values in selected disciplines, working with handicapped students, and special computer seminars.

3. Course Development: Annual competitions for individual awards. Recipients receive either 1/7th released time or a summer stipend to develop a course in a new area or field, to modify an existing course substantially, or to prepare text materials or modules where a void exists.

4. Computer Knowledge: Short courses and seminars for faculty to acquire computer literacy for teaching and research. Funds pay for workshop and seminar expenses and for assistance in the development of computer-based exercises for the classroom.

5. Interdisciplinary programs: Development of interdisciplinary course sequence to strengthen Augsburg's General Education program. Stipends to individual faculty or study committees of $250 to $500 for developing integrated freshman seminars and upper-division interdisciplinary course sequences or seminars.

6. Library and Classroom: Seminars for faculty designed to increase the amount and effectiveness of student library work taking place in undergraduate courses, to alert faculty to resources available to their disciplines and to provide for better integration of library sources into the classroom. (Major Teaching Workshop in 1981-82)

7. Making Advising Work: A variety of advising-related activities including a faculty workshop, small faculty seminars, and development of specialized advising techniques.

8. Teaching and Curriculum Development Retreats: Faculty retreats to consider common-interest curriculum questions normally organized on department, division, or program lines.

9. Instructional Conference Travel: Awards of up to $250 are made for travel expenses in attending conferences related to instructional improvement. The Conference must relate to a course or courses one teaches or will teach. The Faculty Development Committee administers the program, and faculty may receive no more than one award per person in a three-year period.

10. Evaluation of Teaching and Learning — A Consulting Triads program: Peer evaluation and analysis of teaching and learning, featuring the formation of "consulting triads" of faculty. Some limited use of videotape.

11. Faculty Internships: An experiment to encourage approximately one faculty member per year to intern for a term in a government, corporate, or other non-academic institution. The purpose is to bring practical experience to the classroom, to improve faculty advising about post-college careers, and to assist faculty in possible mid-career change.

PROFESSIONAL GROWTH

1. Summer Research Program: A competitive program of individual awards of up to $1400 each for summer study and research in the teaching disciplines. Recipients will submit a written report to the Committee on Faculty Development and will give a lecture in the Faculty Lecture Series.

2. Faculty Lectures: Recipients of summer grants, course development grants, and other Augsburg faculty share their scholarly work with colleagues. It is hoped this will stimulate scholarly discussion. The lectures will be published annually. Presenters receive stipends up to $200 each, except for those who have received a summer grant or course development grant.

3. Department Chairperson Leadership Development: Workshops and individual counseling provide orientation for newly-elected department chairs and new skills for present chairs.

4. Purchase of Faculty Development Materials for Library: Includes books, pamphlets, and other relevant materials to expand our holdings in Faculty Development. These will be part of our permanent Center for Faculty Development.

5. Proposal Writing Program: One or more workshops to help train faculty to write grant proposals, particularly in areas related to faculty development. A few faculty will receive limited released time to write proposals for external funds pertaining to Faculty Development.

6. A major intercollegiate conference to be held in 1983-84: Holistic Faculty Development.

7. Life and Career Planning: Honoraria and expenses for a college-wide faculty conference on this subject in the Summer of 1982, and for special speakers and seminars during the following two years.

Special Category — Needs Reassessment of the Faculty Development Program: Provision for a small contingency fund in the faculty development program to provide some flexibility in the program and to assess progress annually. Some possibility of a modest redirection exists.

PEOPLE

Norma Noonan, Professor of Political Science: Director of Faculty Development (612-330-1092, Augsburg College, 731 21st Avenue South, Minneapolis, MN 55454).

Richard Green, Academic Vice President: General administrator. Dr. Green is assisted by Dr. Patricia Parker, Associate Academic Dean, and the administration of the program is handled by the Center of Faculty Development.

The Committee on Faculty Development, elected from the Augsburg faculty, oversees program evaluation, recommends alterations in budgets emphasis as necessary, and administers the faculty competitions for summer research grants, course improvement, development grants and other special projects. The Committee meets twice a month and has a major role in the program.

Kenneth Bailey, Professor of Philosophy will be Acting Director of Faculty Development, January - June, 1983.

Augustana College

Students and Faculty Growing Together

Augustana College, with an enrollment of 1,758 students and 131 full-time faculty, is a coeducational, liberal arts, private college, affiliated with the American Lutheran Church. Its educational emphasis is in the natural and social sciences, the allied health sciences, and the humanities.

Under a 1980 Bush Foundation planning grant, all faculty and about half the student body were asked to comment on faculty development needs at Augustana. From the information received through this cooperative effort, a seven part program of faculty development evolved, consisting of: (1) faculty research grants designed to improve both the curriculum and student learning; (2) a series of projects designed to increase teaching effectiveness; and (3) financial supplements to an existing faculty leave program to enable more faculty members to take full-year sabbaticals outside of South Dakota. The program is supported by a $180,000 Bush Foundation grant.

GOALS

1. Helping faculty develop in their disciplines and improving the intellectual atmosphere.

2. Addressing student needs in relationship to institutional vision.

3. Classroom improvement.

4. Personal development and support of faculty.

Balance and communication among faculty and students are the themes of faculty development at Augustana — the need for balance between individual growth and community growth, the need for balance between departmental growth in excellence and interdisciplinary understanding, and the need for reflection on a lively interest in the future.

STRATEGIES

1. Small faculty grants to improve student learning: These grants provide faculty with the opportunity to conduct personal research into subjects that might later be introduced into a specific course, to conduct studies to revise some portion of the curriculum, or to explore an innovative approach to classroom instruction.

2. Inter-disciplinary course development and group projects: Faculty members are provided academic year release time or summer stipends to develop courses on topics which can be approached from several different disciplines, each lending information and interpretations to a broader and richer understanding of the topic than if viewed from only one discipline. For example, faculty members from sociology, religion, psychology, and rural studies might work together to develop a course on "The Family".

3. A two-day pre-school fall retreat: All faculty and some students attend retreats focusing on a particular topic of concern to both faculty and students. The topic of the first retreat is "The Role of Faculty in Career Counseling for Students".

4. Faculty mentors: Three Augustana faculty members are provided release time to consult with other faculty in the improvement of the quality of their classroom teaching. Both students and faculty nominate the teaching consultants and the final selection is made by the President.

5. Student-mentor program: A faculty member and two or three students work together on a research project. The purpose of this program is to enhance individual faculty development in working with students. Research includes not only traditional scholarly work but curricular and instructional projects as well.

6. Faculty leave program: This activity supplements the existing faculty leave program at Augustana. Faculty members have noted that the least effective leaves are those in which one semester is spent in Sioux Falls with occasional trips outside the state. This program makes possible full year leaves in another intellectual environment where faculty can sharpen their teaching skills and renew their interest in an academic discipline and in teaching.

7. Formation of a Growth Committee: An elected committee of faculty members, two senior students, the Academic Dean and the Associate Academic Dean, oversees and administers all faculty development activities at Augustana. The committee encourages faculty members to make proposals, assigns specific funds to those proposals, provides assessment of projects at their inception and execution, and tries to maintain a balance between individual and group projects. A discretionary fund administered by the committee is used for teaching growth projects which the committee itself devises.

PEOPLE

Arthur L. Olsen, Vice President and Provost: Project Director (605-336-4113, Augustana College, Sioux Falls, SD 57102).

Bethel College

The Pursuit of Excellence

Bethel College in Arden Hills, Minnesota, with 86 full-time and 83 part-time faculty, is an evangelical Christian liberal arts college, enrolling about 2,000 students. A $105,500 Bush Foundation grant is the basis for a two-part program of faculty development: a "writing to learn program" and a "pursuit of excellence program." The proposed activities build upon a well established tradition of faculty development at Bethel, expanded in recent years to include an Office of Faculty Development, staffed by a coordinator and secretary, and a Center for Faculty Development. This Center offers a variety of teaching-improvement programs and organizes faculty discussion groups designed to improve cross-disciplinary cooperation. The College will continue the Center as part of its regular budget after 1980-81. The goals and strategies of the two parts of the Faculty Development program are:

WRITING TO LEARN PROGRAM

GOALS:

1. Raise the writing and the evaluation-of-writing skills of the entire faculty.

2. Develop in faculty the pedagogical skills to use writing as a means of stimulating, processing, recording, and reporting thinking in a wide variety of disciplines.

3. Train faculty members to identify and encourage creativity in students.

Achieving these goals will benefit both faculty and students in a number of ways. Because of new writing skill and confidence, faculty will write more, contributing to their own professional development. Because they know how to use writing assignments effectively as a mode of learning and are better able to assess student writing constructively, they will improve their teaching.

Students will also benefit. By improving their writing skills, they will become better learners through the use of writing in the learning process; attrition rates will be lower, since poor writing is a major cause of student failure to complete degree programs; and creativity in different modes of expression will be more evident.

STRATEGIES:

The writing program is divided into three phases:

1. The intensive phase: A week-long workshop exploring writing as a way of learning, writing as process, writing as problem solving, and writing in scholarly discourse.

Small-group meetings and plenary workshops will follow throughout the school year to discuss the writing of participants and develop pedagogical ideas related to current classes. Bethel professors, with consultation from leading rhetorical scholars, will conduct the workshops and follow-up sessions.

2. The extensive phase: Faculty prepared in the intensive phase serve as resource persons to the faculty as a whole, presenting mini-workshops on writing related topics in monthly faculty meetings, fall retreat programs and division or department meetings.

The Writing Center, which currently serves as a resource for students with writing deficiencies, will expand its services to assist faculty in their own writing skill development through individual consultation or requested group seminars.

3. The institutional phase: This will begin in the fall of 1982, and will consist of strengthening college policy on student writing proficiency, preparing a college-wide manual, and administering pre-tests to entering students to evaluate writing strengths and weaknesses.

The Writing Center will be further developed to provide assistance to faculty in preparing and evaluating writing assignments.

Lynn Fauth, Professor of English and director of Bethel's Remedial Writing Center, directs the Writing to Learn program. Over three years, between 60%-70% of the faculty are expected to participate.

PURSUIT OF EXCELLENCE PROGRAM

Under the leadership of anthropologist Thomas C. Correll and historian James E. Johnson, an "Honors Committee" of Bethel faculty began discussions three years ago about the nature of excellence. Following those discussions, the Committee proposed a series of activities designed to explore the nature of excellence and creativity.

GOALS:

It is hoped that faculty will discover and develop their own giftedness and potential, learn how to recognize the diverse nature of giftedness among students, design activities to develop the giftedness of each student, and lead the College to a new definition of the "honors student" as one who excells, who "soars" in his or her particular area of strength.

STRATEGIES:

1. An Orientation Seminar for the entire faculty to acquaint them with theories of excellence and inspire faculty interest in that topic. The initial seminar would involve faculty meeting with a faculty committee and an outside speaker to decide the best ways to pursue excellence.

2. A "discovery group" of faculty and selected students to discover, through creative exercises, their own gifts. These groups will become the catalyst for change through extensive experience, study, and sharing of the phenomena of giftedness, creativity, and excellence.

3. Renewal retreats for faculty and honors students to consider the nature and need of creativity in the learning process, and to expand, integrate, and share the learnings and experiences of the discovery group.

4. A summer seminar in creativity to help faculty from similar disciplines change their courses in order to respond to the needs of high potential students, especially recognizing unusual kinds of giftedness.

PEOPLE

Lorraine Eitel: Faculty Development Coordinator (612-638-6361, Bethel College, 3900 Bethel Drive, St. Paul, MN 55112).

Carleton College

Professional and Intellectual Growth Through Research

Carleton College, with 1700 students and faculty, has for many years maintained a nationwide reputation for high academic standards and excellence in teaching performance. The Faculty Development program on the campus has evolved in keeping with that reputation, concentrating on the improvement of student learning through the further enrichment of an already distinguished and highly respected faculty.

A commitment to Faculty Development on the parts of both faculty and administration has resulted in the following program, funded by a $116,000 Bush Foundation grant.

GOALS AND STRATEGIES

The purpose of the Bush-funded Faculty Development program at Carleton is to improve the quality of teaching by encouraging professional and intellectual growth of individual faculty members. This can be accomplished by improving faculty connections with research scholars elsewhere and with original research work in their disciplines.

To encourage and support this kind of scholarship, Carleton began in 1979, with an initial Bush grant, a competitive program of faculty research grants, administered by a seven person committee consisting of President Robert H. Edwards; Daniel Sullivan, Dean of Academic Development and Planning; and four elected faculty members. The Committee is chaired by Dean Peter W. Stanley. About ¾ of the faculty research funds are awarded once a year in grants ranging in size from $2,000 to $12,000. These grants are available to two different groups of individuals faculty members:

(a) Faculty who can and should be among the producing scholars in their special fields, but who have suffered from the isolation of Carleton's geographic location and from their heavy teaching demands.

(b) Faculty who need to be encouraged to re-enter the world of scholarship — faculty, once-promising, for whom scholarship, and consequently a dimension of their teaching, has gone stale. In the renewal of the Bush funding in 1981, this group is getting special attention.

Research funded by these larger grants must contribute to new knowledge in its special field, must contribute to the applicant's career and professional growth, and must benefit Carleton's curricular goals.

Smaller grants, with general purposes similar to those of the larger research grants, also are available for such things as travel expenses, expenses for preparing proposals, etc. These grants, in individual amounts of $2,000 each, will be administered as a Dean's discretionary fund in consultation with the seven-person administering committee.

With each grant, the faculty member is expected to share the knowledge and experience gained with the Carleton community, be it research papers, artists' works or performances, or public lectures.

PEOPLE

Peter W. Stanley, Dean of the College: Administrator (507-663-4303, Carleton College, Northfield, MN 55057).

Dean Stanley is assisted by the advisory committee described above.

College of St. Scholastica

A Revitalized Faculty = Improved Student Learning

The College of St. Scholastica in Duluth, Minnesota, is a four year, coeducational independent college established in 1912 by the Benedictine Sisters of Duluth. It enrolls approximately 1,100 students and employes 73 full-time and 51 part-time faculty. Under a $117,713 Bush Foundation planning grant, a faculty committee, with consultant assistance, devised a program of faculty development providing on-campus workshops on teaching, learning, and advising techniques and small grants to allow individual faculty to update or develop new skills within specific disciplines. This program continues and expands faculty development activities started in 1975 with support from other foundations and increasing support from the College's endowment.

GOALS

1. Improve the teaching skills of full and part-time faculty.

2. Foster the development of a learning community among faculty from all disciplines.

3. Encourage more faculty to pursue activities which keep them current in their fields.

4. Develop new courses which will attract and hold new kinds of students.

STRATEGIES

CONFERENCES AND WORKSHOPS ON CAMPUS

(1) Two weekend workshops per year on teaching and learning are held for part-time faculty. Participants learn more about the day-to-day tasks of college teaching, such as preparing course syllabi, developing lecture notes, and leading group discussions. Other topics include enhancing lectures, making discussions more lively, planning courses more imaginatively, making useful critical comments on student work, constructing tests, and grading. The workshops also acquaint the participants with the educational philosophy of the college.

(2) Nine quarterly day-long workshops (3 per year) are held for 25 full and part-time faculty to provide training to meet the needs of older students, to handle classes with large individual differences, to adapt instruction for students with different learning styles, and to utilize alternative delivery systems for those who live in distant rural locations.

(3) A Faculty Enrichment program of three week-long summer institutes for 15 faculty provides intellectual stimulation and encourages interdisciplinary discussion of broader educational issues than are usually centered upon in specialized areas of teaching.

PROGRAMS FOR INDIVIDUAL FACULTY DEVELOPMENT

(1) To learn about new developments in their fields and update their courses, faculty are awarded grants to attend seminars, workshops, and courses at other institutions. Participants then share their experiences with colleagues at informal gatherings. Faculty may also use these funds to present papers and otherwise participate actively at national and regional conferences.

(2) Ten faculty members each year are provided the equivalent of one course release time for reading and study within their own disciplines. Participants then share new learning with other faculty at department gatherings through presentations and discussion.

FACULTY RETRAINING IN RELATED FIELDS

To broaden expertise, six faculty over three years are provided one quarter of release time to study and retrain in fields related to their own specific disciplines. The release time is used for advanced study at a university or in an applied setting.

PEOPLE

Faculty Development Committee: A new standing committee of the faculty responsible for the administration of the St. Scholastica Faculty Development program.

Sister Joan M. Braun, Dean of Faculty (218-723-6036, College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811).

Working with the Committee and Sister Joan are two faculty members who serve as internal evaluators. Together the Committee, the Dean and the internal evaluators select participants for workshops, grants, and retraining programs, and, supervise the evaluation of the various activities.

The College of St. Catherine

Encouraging Scholarly Creativity and Communication

The College of St. Catherine in St. Paul, Minnesota, founded in 1905, is a liberal arts college for women with an enrollment of approximately 2300. With a long history of emphasis on excellence in teaching and academic quality, it has maintained a program of faculty development which has included sabbaticals, small grants for study or research, and frequent workshops on the liberal arts, teaching, and related topics. The activities provided through the Bush Grant are intended to expand and focus the existing program.

With a 1980 Planning Grant from the Bush Foundation, a study was made of the history of faculty development and current needs. One need expressed over and over in the surveys was **time** — to do research, to write, to revise courses, to keep abreast of current developments. This need has been included in the Bush Faculty Development Program with the goal of maintaining a lively climate for learning and teaching.

GOALS

The program is intended to provide resources and support for:

1. Revitalizing faculty within their own disciplines.
2. Implementing the recommendations of task forces which urged the incorporation into the curriculum of issues relating to women and enhancing the role of the liberal arts.
3. Supporting faculty in research interests.
4. Encouraging communication among faculty of different disciplines.

STRATEGIES

1. Faculty have the opportunity to apply for research grants ranging from $500 to $2000. The grant amount is generally compatible with the amount of stipend needed to provide a substitute for one course, plus an amount to cover travel or other expenses. Secretarial services are provided through the Faculty Development office. The research may be directed to developing new courses, improving courses or curriculum, or the interests of faculty members in a problem in their own disciplines.

2. A series of faculty forums or other opportunities will be provided for faculty to share insights, results, and enthusiasm about research problems.

3. Encouragement and assistance for faculty to seek funding from other sources will be provided.

PEOPLE

Mary Ann Rehnke, Associate Dean for Faculty Relations and Academic Programs. All faculty development activities for the College are the responsibility of the Associate Dean. (612-690-6501, College of St. Catherine, Saint Paul, MN, 55105).

Sister Alberta Huber, Professor of English: Coordinator of Faculty Research. The duties of the Coordinator are the administration of the Bush Grant program, organizing faculty forums or other means of inter-faculty communication, and assisting faculty in identifying funding sources and preparing proposals.

Sister Anita Pampusch, Academic Dean.

Faculty Development Committee. The Committee evaluates and recommends proposals for funding, and is responsible for evaluation of the project.

The College of Saint Teresa

From Self Development to Interdisciplinary Exploration

Founded in 1907 by the Sisters of Saint Francis of the Catholic Diocese of Winona, the College of Saint Teresa in Winona, Minnesota, is a four year college for women enrolling about 609 students and employing about 63 full-time faculty on the Winona campus. Approximately 1100 students participate in a comprehensive continuing education program in Rochester, Minnesota. The educational emphasis at the College of Saint Teresa has been in the traditional academic professions and liberal arts disciplines for traditional age students, but the curriculum has recently been broadened to include new professional fields of study and to serve other than traditional age students. Special efforts are being made to combine high professional program standards with a strong liberal learning base.

Under a $75,000 1980 Bush Foundation planning grant, a group of eight faculty members determined, through questionnaires and interviews with students and faculty, that Saint Teresa's major needs were in the areas of individual professional development and teaching methods, and interdisciplinary teaching. The planning group subsequently devised a four-year program of faculty development to address those needs. The four areas of activities include: individual professional development and updating of knowledge; increased exposure to other fields; improvement of teaching; and improvement of organizational effectiveness.

GOALS AND STRATEGIES

INDIVIDUAL PROFESSIONAL DEVELOPMENT — UPDATING OF KNOWLEDGE

1. Support for the chairman of the nursing department and three other nursing faculty to obtain graduate degrees necessary for the program to retain its accreditation.

2. Special programs are available for faculty members in education and in the humanities and other related areas. Activities in education include the study of multi-cultural topics, the study of the foundations, history, and philosophy of education, and the development of new teaching techniques. Activities in the humanities include support for summer research, in-service experiences for nursing faculty in areas of medical ethics, interdisciplinary teaching and the enrichment of core courses, and the development of new teaching and evaluation techniques.

3. Graduate training and workshop experiences are provided for faculty in pre-professional and continuing education programs. Activities in the pre-professional program are for faculty in the fine arts and expressive therapies such as art, music, dance, and communication, and include the support of one dissertation completion, workshops and practicums, and summer support for curriculum and instructional development. Activities in the continuing education program include study in areas related to lifelong learning, such as adult development, adult learning styles, peer support groups, and experiential learning.

INCREASED EXPOSURE TO OTHER FIELDS

1. Training in fields other than their own specialities is provided for faculty from both pre-professional and liberal arts departments.

2. Workshops are held for pre-professional faculty from the health sciences and social servies to help them evaluate their professional programs in the context of the liberal studies objectives of the College.

3. Support is provided for all faculty for study expanding their fields of expertise.

THE IMPROVEMENT OF TEACHING

1. In-service programs using consultants provide training for faculty to become more effective teachers. Consultants visit classrooms, conduct workshops, and employ videotaping techniques in their work with teachers from all departments of the College.

2. In-service programs provide training in the use of new technologies, such as computer based instruction, new library search procedures, and machine-based simulations.

THE IMPROVEMENT OF ORGANIZATIONAL EFFECTIVENESS

Workshops for faculty and administrators are held which focus on the changed governing systems of the College. Topics include organizational theory, power, collegiality, and models of governing which improve the teaching and learning environment.

PEOPLE

Susan Smith Batell, Dean of Academic Affairs and Academic Dean: Project Director (407-454-2930, ext. 247, College of Saint Teresa, Winona, MN 55987).

Duties of the director include: coordinating appropriate activities involving faculty with department chairs; communicating with faculty, staff, and administration on grant activities and progress; managing the budget; and coordinating evaluation with the Faculty Development Officer.

Sister Johanna Orlett, Director of Institutional Research and Faculty Development: Faculty Development Officer.

The Faculty Development Officer coordinates all faculty development programs and serves as the internal evaluator for major funded programs at the College, including the Bush Faculty Development project.

College of St. Thomas

Communication and Co-operation Among Faculty

With an enrollment of about 5600 students and 169 full-time faculty, the College of St. Thomas in St. Paul, Minnesota, is building upon already established faculty development activities. The College presently supports a sabbatical program, which provides full-year leaves at one-half salary and semester leaves at full salary, and a mini-grant program which provides grants to individual faculty members for special projects for professional development.

Under a 1980 Bush Foundation grant, a faculty development planning committee interviewed over 150 full-time faculty members and thirteen part-time faculty, asking for suggestions for additional faculty development activities. A clear consensus emerged from these interviews. What was most needed, faculty said, was better communication and more interaction among faculty members in all fields, but particularly between those in the growing business department and those in liberal arts disciplines.

A new $290,000 Bush-funded faculty development program supports activities designed to foster that communication in four directions: the creation of a faculty development center, managed by a faculty development director; a series of interdisciplinary seminars for faculty from the liberal arts and professional disciplines; interdisciplinary curriculum development; and a series of workshops to improve teaching effectiveness. Five specific programs addressing needs in the above areas are (1) a summer seminar program, (2) an interdisciplinary teaching program, (3) a partners in learning program, (4) student-faculty dialogues, and (5) teaching seminars. The goals and strategies of these new programs are:

SUMMER SEMINAR PROGRAM

GOAL

To facilitate faculty discussion and understanding of the meaning of a liberal arts education, and to promote deeper integration of the learning that currently takes place in individual disciplines.

STRATEGY

The program consists of three different kinds of seminars. In the first kind of seminar, 15-20 faculty who teach freshman and sophomore courses meet for four weeks to discuss the content, texts and methodologies of their courses. This kind of seminar will be offered each summer during the three years of the grant. The second kind of seminar (two weeks) will employe a visiting interdisciplinary scholar to lead 15-20 faculty in the reading of classical texts from different disciplines. Participating faculty members will discuss questions, topics, and problems common to their different disciplines. This seminar will be offered only once, during the second summer of the grant. The third kind of seminar (four weeks) will involve 15-20 faculty who teach junior and senior courses. They will read and discuss texts from their courses to determine the different expectations and methodologies suited to a more advanced level of education. This seminar will take place in the third summer of the program. It is hoped that revisions in teaching methods and course content may result from these seminars.

All faculty members attending four-week summer seminars will be paid stipends roughly equivalent to the salary offered for teaching one summer course. Faculty attending the two-week seminar during the second summer will be paid a $500 stipend.

INTERDISCIPLINARY TEACHING PROGRAM

GOAL

To improve faculty communication across disciplines and to foster in students a deeper integration of the liberal arts.

STRATEGY

This program involves the creation of five new interdisciplinary courses each year. Examples of such courses would be (1) "Models and Metaphors in Scientific Explanation," involving faculty from the English and Physics departments, and (2) "An Analysis of Visual Perception," involving faculty from the Biology, Psychology, and Art departments. Many of these new courses will form the core of an honors program for juniors and seniors.

Ten faculty members will receive release time each year for the planning of these interdisciplinary courses.

PARTNERS IN LEARNING PROGRAM

GOAL

To improve both the faculty's understanding of students and their ability to relate to students, and to encourage faculty to become more involved in research and to improve their teaching techniques.

STRATEGY

Advanced students of proven competence, reliability, and leadership potential work with faculty "mentors," or partners, on research projects and in the teaching process. Research partners work together on research projects of mutual interest which show creative promise. Teaching partners work at the real-life tasks of education — designing courses, planning class sessions, evaluating courses, and tutoring. Students receive stipends for research projects and tuition grants for experiential learning credit.

STUDENT-FACULTY DIALOGUES

GOAL

To provide the opportunity for students and faculty to experience the demands and responsibilities of the pluralistic culture they share, particularly the conflicts between the professions and the liberal arts, by participating in a dialogue carried forward from many viewpoints, in an environment outside the classroom.

STRATEGY

This program supports three year-long seminars, each involving three faculty members and fifteen students who meet together once a week for discussion of problems topical in several disciplines. During the first year, questions will be chosen by the faculty directing the seminar; during the second and third years, questions will be chosen by the students. Both lower and upper division students participate, and in the final six weeks, upper division students conduct the seminar and assist and advise lower division students.

TEACHING SEMINARS

GOAL

To improve teaching effectiveness.

STRATEGY

This program provides for a series of in-service seminars for faculty members designed (1) to inform faculty of current trends and research in college education and (2) to enable faculty to experiment with innovative teaching techniques.

Funds are provided to pay stipends and travel expenses to seminar leaders, to purchase supplies, and to pay for videotaping classroom sessions.

Faculty chosen to participate in all the programs must meet four specific criteria:

(1) They must have completed three full years as members of the faculty and have shown evidence of careful and committed teaching.

(2) They must have manifested an ability to encourage students at varying levels of achievement to pursue topics of learning within their own disciplines.

(3) They must create a proposal that meets the goals of the project and be committed to its full implementation and evaluation.

(4) They must present a statement of purpose that indicates the relation of their proposal to the offerings and goals of their departments and sets forth the applicability of their proposal to the improvement of student learning.

PEOPLE

Robert C. Foy, Associate Professor of English: Director of Faculty Development (612-647-5864, College of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105).

The responsibilities of the Director include: collecting written materials on faculty development; publishing a newsletter on faculty development activities at the College; participating in the assessment of faculty proposals and awarding of faculty development grants; and organizing the proposed summer seminars. The Director reports to the Provost of the College and is assisted by a **Faculty Development Committee** of four elected faculty members, two faculty members appointed by the Dean of the College, and the Dean. The Faculty Development Committee is further empowered to inititate proposals for faculty development projects not covered by the Bush grant.

Concordia College

Emphasis on the Liberal Arts Education

Concordia College in Moorhead, Minnesota is a four-year liberal arts college affiliated with The American Lutheran Church. Its 2553 students and 148 full-time faculty are committed to a ministry of inquiry and learning. Concordia currently supports faculty development activities which include sabbatical leaves, summer study grants, teaching skills workshops, travel allowances, and course and program evaluation. As important as these kinds of traditional activities will remain in our total program of professional development, it is clear that the next decade will require more than traditional approaches to individual teaching improvement and research activities. It has become apparent that it is important to seriously examine and demonstrate **how** the daily individual activities of teaching, advising and research require a collective awareness of skills as well as of purpose. Concordia College, therefore, requested and received from the Bush Foundation support to implement several professional growth and development activities which will focus on the role of faculty as teachers, advisers, and models of liberal arts practice.

GOALS

1. To strengthen teaching through a better understanding of the liberal arts.
2. To improve student understanding of the goals of college education by strengthening the advisement process.
3. To encourage faculty research which accentuates the role of faculty and students as practitioners of the liberal arts.

STRATEGIES

Implicit in the design of all funded activities is the assumption that teaching effectiveness will be enhanced if faculty and students improve their collective understanding of the values inherent in liberal education. We are all aware that changing vocational expectations and pressures have focused the attention of our students on immediate and practical application, obscuring at times the distinctions between entry level skills required for postgraduate employment and the transferable skills of critical thought, problem definition, integration of methodology, and recognition of the relationships among various belief structures.

While these distinctions have always been present, they have not been fully appreciated. Our research data from the senior survey and alumni survey suggest that our students have not been fully aware of what they have received. They do not **know** how their liberal arts education has contributed to their ability to be more articulate, analytical, aesthetically sensitive and creative. The grant will provide funds to support activities designed to address this issue.

1. During each of the next three summers there will be a workshop in which participants will have the opportunity to examine the value beyond content inherent in each faculty member's own discipline and in the liberal arts generally. The objective of the workshops will be to identify transferable skills which faculty see students receiving in their courses and which they also see as important for students preparing for meaningful, productive careers and career changes in society. The workshops will also include discussions of teaching methodologies which reinforce and clarify those skills for students.

2. The grant will also fund the work of academic departments interested in pursuing the same kind of activity at the departmental level. Departments eligible for funding are those that wish to examine curriculum to determine skills in the discipline, analyze methods of teaching, discuss the role of assignments in reinforcing student learning, and develop ways of informing students about what is being accomplished in the discipline besides the transfer of information.

3. A third activity will deal with the same subject through the perspectives of members of our constituency. The grant will fund two annual statewide conferences on the value of liberal arts education. The conference will involve Concordia faculty, faculty from other liberal arts colleges in Minnesota, corporate executives and Concordia constituents, and will feature commissioned papers and contributions from participants and invited guests.

4. A fourth activity will involve funding seminars for faculty advisers. Academic advisers will examine ways to help students clarify their understanding of how particular courses contribute to their education; ways to assist students in improving their self-awareness of talents, skills, interests, values, personality characteristics and aptitudes; and ways to make students aware of available counseling and career development opportunities. Presumably, participants in this seminar during years 2 and 3 of the grant period will have also participated in the workshop outlined in number 1 above.

5. Finally, the grant will fund a program to accentuate a faculty member's role as teacher/scholar. The value of scholarship in the development of faculty and students as lifelong independent learners is unmistakable if both students and faculty are involved in the process of inquiry themselves, if they both participate in the discussion and dissemination of results, and if they observe one another struggling with the definition of questions, the analysis of issues, the synthesis of ideas, and the solution of problems. It is possible under these circumstances for students to see in their faculty models the very qualities which we hope to develop in students: the ability to construct theories, to test value assumptions and to use the content and methology of one or several disciplines to examine issues of significance.

The grant will fund what will be known as the Bush Scholars Program. Four applicants each year will be designated as Bush Scholars and will receive a stipend to support their research during the summer. They will also be released one-sixth time during the academic year to continue their research.

In the application process faculty will need to provide a summary of the research project, including a description of how the methodology of a discipline will be used in the analysis of current social or value problems, issues of institutional significance, or questions of importance in the discipline. It is expected that students will be involved in each project in ways most appropriate to the discipline and to the proposal. Therefore, the application should also include the nature, extent and significance of student participation in the research project (for example, will students be engaged in the project as research assistance, as co-inquirers on related projects and/or as participants in departmental or interdepartmental seminars resulting from the project). Finally, applicants will also be expected to demonstrate how the research project will contribute to an awareness and understanding of the values of liberal education.

Student and faculty papers resulting from each project will be published for the campus community and will, in turn, form the basis of a bimonthly all-campus student-faculty forum.

PEOPLE

David M. Gring, Vice President for Academic Affairs and Dean of the College (218-299-3001, Concordia College, Moorhead, MN 56560). Dean Gring chairs the committee which serves as a review board for all grant funded activities. Also serving on the committee are the associate dean, the director of liberal arts studies, the chairperson of the curriculum committee, and three faculty elected by the faculty senate.

Dakota Wesleyan University

Retraining for a New Curriculum

Dakota Wesleyan University in Mitchell, South Dakota, is a co-educational liberal arts college enrolling about 550 students and employing 33 full-time faculty and approximately 25 part-time faculty.

The institution's objectives are: (1) to provide a general liberal arts education and (2) to prepare persons for careers. The college has been concerned that those students receiving career preparation also understand the importance of a liberal education. Therefore, the former general education program has been replaced by one requiring students to select up to two courses from each of eight different subject areas. Many courses in various disciplines are being redesigned to provide students the opportunity to develop personal potential in intellectual, moral/spiritual, social/emotional, and physical spheres. As important as acquiring basic understanding, critical appreciation, knowledge and skills in designated subject areas, is the attempt of the General Education Program to enable students to: (1) acquire life-long learning skills; (2) come to grips with value issues and choices; and (3) have opportunities to develop their own self-concepts.

The course revisions and retraining necessary for such curriculum changes place added burdens on an already heavily worked faculty. Low salaries make it difficult for faculty to spend summers without pay working on research and study projects which would improve their teaching skills and the appropriateness of their courses for general education.

Since College funds to support such activities are limited, a new $77,400 Bush-funded faculty development program provides support for faculty to revise courses to meet the College's new general education requirements, to retrain faculty for teaching in different areas and for part-time administrative work, and to conduct small research and advanced study projects. Much of the support pays for summer stipends allocated according to pay schedules and for faculty release time to pursue the faculty development activities.

GOALS

1. Provide professional development activities that have not been possible with previous emphasis and resources.

2. Assist faculty in modification and development of curriculum to meet general education and specialization needs.

3. Provide opportunities for faculty to develop their talents and interests in areas of university function that fall outside the traditional classroom.

STRATEGIES

1. Implementation of the New General Education Curriculum
   - a. Hold on-campus workshops and seminars related to general education.
   - b. Provide up to one unit of release time during the academic year for course design.
   - c. Provide summer stipends to re-organize and design courses.
   - d. Pay consultants' expenses.
   - e. Pay for visitation teams to observe exemplary approaches and models.
2. Faculty Retraining
   - a. Provide study stipend and/or release time to retrain for instructional reassignment.
   - b. Provide support to retrain for involvement in administrative activities.
3. Revision and Development of Courses and Curriculum
   - a. Provide summer stipends and release time for faculty study.
   - b. Pay for supplementary materials.
   - c. Pay for consultant reviews of departments.
4. Research and Scholarly Activities
   - a. Provide summer stipends and release time for research activities.

PEOPLE

Faculty Development Committee: Provides major impetus for faculty development activities.

Helen Trimble, Vice President for Academic Affairs: Program Director (605-996-6511, Dakota Wesleyan University, Mitchell, SD 57301). Makes decisions in consultation with the Faculty Development Committee.

Evalyn Durfee, Administrative Assistant/Title III Coordinator: Grant Administrator.

Dakota Writing Project

Improving Writing Across the State

The Dakota Writing Project is co-sponsored by three colleges in South Dakota: Northern State College, Black Hills State College, and Dakota State College. It is an effort to identify and share existing expertise in the institutions in the state at all levels and from all disciplines having to do with writing skills, both as methods of reporting knowledge and of gaining knowledge.

GOALS AND STRATEGIES

The project is engaged in five kinds of activities, all of which have the ultimate goal of improving writing skills of faculty and student bodies across the state at all levels of education and in all disciplines. Each activity has its own somewhat more restricted goal and is supported in a slightly different way; the main source of all funding is a $175,509 Bush Foundation grant, with the National Endowment for the Humanities and the Mundt Foundation providing important contributions.

The first of the five activities, and the core around which the others are organized, is the yearly Summer Institute, held each June on the campus of a sponsoring institution. The model for these institutes comes from the Bay Area Writing Project (National Writing Project) at the University of California at Berkeley. Twenty teachers of writing from across the state, approximately half of them from secondary schools, are brought together to discuss writing both as a reporting and a learning skill and to share their best methods of teaching it. Administrators from all levels are eligible for this activity. A number of nationally known authorities in the area of writing are brought in to lead discussions and share methods with this group. Exercises in writing are a part of this institute, the idea being that teachers of writing should themselves write. All fellows are paid $500.00 stipends to cover tuition for six hours of graduate English credit and part of their expenses by the National Endowment for the Humanities and, for college people, by the Bush Foundation. Administrative and other expenses are borne by the Bush Foundation.

The second activity is the series of Faculty Writing Workshops, at present two of them, held yearly in July on the campuses of those sponsoring institutions not hosting the institute for the current year. Twenty teaches who use writing in their classrooms are invited to attend one of two week-long workshops on writing across disciplines and grade lines. About half of these teachers are college faculty, with one-fourth each coming from elementary and secondary schools. Administrators of all institutions are eligible for this activity. Although the workshops are shorter, the method is much like that of the institutes. Fellows share instructional techniques, participate in demonstrations by recognized authorities from all fields and write and edit their own work. The Bush Foundation awards a $300.00 stipend, again to cover tuition for two hours of graduate English credit and part of other expenses. Administrative and other expenses are also paid by the Bush Foundation.

The third activity consists of a series of in-service programs wherever they are called for in the regional organizations of school districts instituted by the South Dakota Division of Elementary and Secondary Education. Teacher/Consultants trained in the summer institutes and workshops are made available to these organizations to conduct activities across the disciplines. Their activities are supported by the local schools with the Dakota Writing Project staff offering assistance when needed.

The fourth activity of the Dakota Writing Project is a program of modest research supported by the Bush Foundation through our offices. Examples may prove the best kind of description for these projects. A small sum was awarded to the University of South Dakota to provide free time for re-designing a beginning course in philosophy around writing and for offering the course on a pilot basis for one year. Another small sum went to a faculty group from Black Hills State College to study their application of holistic grading and to share this information with other colleges and high schools. Still another sum was awarded to two faculty members from Augustana College to do a survey of all writing courses in the state, starting with those required in colleges and universities. The Bush Foundation is thus funding a number of faculty development projects through the Dakota Writing Project.

The fifth activity of the Dakota Writing Project is publication. All papers, assignments, unit plans, and results of research undertaken in the foregoing descriptions are collected, edited, and published by Dakota Writing Project and distributed (to the limit of our financial ability to do so) to all educational institutions both public and private in the state.

It is expected that through these activities, the level of literacy in the state can be changed in a significant and positive way.

PEOPLE

J. W. Proctor, Professor of English: State Director (605-622-2404. Department of English, Northern State College, Aberdeen, SD 57401).

Hazel Benn, Northern State College; **Stewart Bellman**, Black Hills State College; **James Swanson**, Dakota State College: Co-directors from each sponsoring campus.

Gustavus Adolphus College

Curriculum Re-design and Faculty Development

Gustavus Adolphus College, a liberal arts institution of 2100 students and 150 faculty, has long had a commitment to curriculum innovation, having been among the first to adopt the 4-1-4 plan. Now, after two years preparatory work aided by Bush Foundation planning grants, Gustavus has been awarded $180,000 by Bush to embark on a three-year curriculum renovation which will culminate in the fall of 1985 with a completely re-examined curriculum, a new set of courses for general education including a new vertically-integrated core curriculum for a selected group of students, and a writing program designed to span the entire curriculum.

GOALS

1. To have each academic department re-examine each of its course offerings in general education and in the major, and submit the entire set to the Academic Policies and Programs Committee for re-approval.

2. To develop criteria and to select the courses which will fit the subject areas for the new core distribution requirements.

3. To develop the courses and seminars for the new Curriculum II which will be a sequential set of integrated courses. A selected group of 60 freshmen will begin the program together and continue as a group through the 12 course sequence to the culmination, a seminar in the senior year.

4. To develop and enhance the ability of a large number of faculty to teach writing in their own disciplines. This will provide the base for the requirement that every Gustavus graduate must have taken at least three courses in which a substantial amount of writing was required and in which specific attention was given to the problems of writing.

STRATEGIES

1. Departmental Retreats and Outside Consultants

Most departments will spend a day or a weekend away from campus in order to give undivided attention to re-evaluating their course offerings and planning their participation in general education and the writing program. As part of this re-evaluation most departments will bring to campus consultants from other colleges or universities to help them in evaluating their programs.

2. Course and Faculty Development

Once decisions have been made about what changes are desired in existing courses and what new courses are needed, faculty members will begin to apply for grants to permit them to spend time during the summer to extend their competence into new areas and to develop the new courses. In the case of Curriculum II, teams will be formed to develop courses and seminars. A strong emphasis will be placed on having each faculty participant in Curriculum II become aware of the content of other courses in the sequence.

3. Writing Seminars

Writing workshops with outside experts will be held in each of the three summers the Bush Foundation grant is in force. Each workshop may involve forty or more faculty. Particular attention will be paid to the manner in which writing can be taught and evaluated in the context of the discipline of the course. Examples of student writing submitted in various disciplines will be examined and discussed.

PEOPLE

Dr. Thomas A. Gover, Professor of Chemistry: Curriculum Coordinator (507-931-7319, Gustavus Adolphus College, St. Peter, MN 56028).

Ranae Peterson, Administrative Assistant (507-931-7544, Gustavus Adolphus College, St. Peter, MN 56082).

Working with Mrs. Peterson and Dr. Gover is a steering committee composed of five faculty members representing several academic areas.

Hamline University

Improved Teaching and Learning Through Faculty Development

Hamline University consists of the College of Liberal Arts and the School of Law. It is a coeducational, private, independent institution and is affiliated with the United Methodist Church.

The University's intellectually demanding programs lead to the Bachelor of Arts, Master of Arts in Liberal Studies, Masters of Arts in Public Administration, and Juris Doctor degrees. In addition, Hamline offers an expanding continuing education program that serves students seeking preparation for traditional professions and liberal arts disciplines as well as emerging non-traditional fields of study.

With the support of a $180,000 Bush Grant, Hamline's faculty and administration demonstrated its continuing commitment to improving teaching and learning through the development of a sound, three-year faculty development program. The unique feature of Hamline's institutional faculty development program is its emphasis on faculty development by department.

GOALS AND STRATEGIES

The ultimate goal of the Bush-funded Faculty Development program at Hamline is to improve teaching and learning. The prerequisite or "enabling" goal is to encourage departments to assess their own departmental needs, to develop their own methods for attaining specified goals and to develop their own plan for assessing the degree of success of attaining each goal. A faculty development steering committee comprised of divisional representatives is responsible for guiding and monitoring the planning and implementation of departmental plans, for assessing the success of the program at the institutional level and for stimulating intereaction within and among departments.

It was anticipated that from this **departmentaliy-based** plan, a number of positive effects would be realized. These include:

1. Voluntary participation - departments choose to participate in the process of designing faculty development programs or projects.
2. Individualized directions - departments design growth projects that are uniquely relevant to their own needs.
3. Faculty ownership - departmental faculty plan, implement and evaluate their project(s), and hence faculty come to feel a stronger commitment to their efforts.
4. Non-threatening assessment of progress - the major component of the plan for assessing each project is designed by the department, hence the process of measuring progress or success is less threatening.
5. Rewards available - faculty build in desired outcomes, therefore rewards are inherent. Professional enrichment can be facilitated via the improvement of course offerings and teaching, and the opportunity to publish is available through a planned Faculty Development Monograph Series.

In addition to guiding the planning, implementation and evaluation of the departmental projects, the steering committee instituted a faculty development **newsletter.** Issues will be published once per term and on a special need basis.

Another activity to be undertaken as part of the institutional plan is the formulation and publication of a faculty development monograph series. The initial issue due to be published in the winter of 1983 will provide a description of the overall program. Subsequent issues will give participating departments the opportunity to communicate the goals, means and assessment procedures of their departmental projects to others in the institution as well as to interested parties in other institutions.

Departments are encouraged to consider the design of faculty development projects in any of the four categories of faculty development suggested by the American Association of Colleges Project on Faculty Development. These categories are:

The expected outcome of **professional development** is "a faculty member's continuing growth as a scholar and contributor to the intellectual community both on campus and in his or her profession." In concrete terms this includes experiences at professional conferences and meetings, summer study, research grants, released-time for study, sabbaticals and faculty exchange programs.

Instructional development includes programs designed to achieve outcomes such as the sharing of ideas for teaching, the consideration of new (and old) approaches, and the acquistion of new skills. This can include activities more directly related to teaching such as observing teaching of other faculty, or conducting or participating in a work-shop or conference on teaching. Conferences, meetings, sabbaticals, etc. focusing exclusively on teaching are

viewed herein as instructional development, while conferences, meetings, etc. related to one's own discipline are viewed as professional development.

Curriculum change refers to activities that result in the design or selection of courses or programs. Included in this category are: design of new courses, purchase of materials, (e.g., computer software, journals, etc.), surveys of student interests, reviews of programs of other colleges, design of evaluation instruments, research grants to strengthen present courses and honoraria for speakers in courses.

Organizational change refers to "reorganizing committees and evaluations and reward systems and encouraging new structures for faculty interaction." Included is revision of class schedules, improving advising, recruiting activities and development of student and community advisory committees.

Departmental proposals will be judged by the Steering Committee according to the following criteria:

1. Is the project need clearly expressed and documented with supporting evidence?
2. Are the project's objectives and intended outcomes clearly articulated? Will attaining these objectives meet the expressed faculty development need(s)?
3. Are the proposed activities in the project adequate and appropriate?
4. Is there a suitable plan of project evaluation?
5. Does the proposed project hold significant promise of the enhancement of student learning?
6. Are ways proposed to share insights and outcomes of the project with others, both within and outside of the Hamline University community?

PEOPLE

Kenneth Janzen, Dean of the College of Liberal Arts, Administrator (612-641-2206) Hamline University, St. Paul, MN 55104.

George L. Redman, Coordinator of the Hamline Faculty Development Project (612-641-2269).

Steering Committee: Jane Copes, Chemistry; Jerry Greiner, Psychology; Don Hull, Religion; Bill Kimes, Theatre; Jack King, Library.

Macalester College

Faculty Commitment to Professional Development

Macalester College, in St. Paul, Minnesota, is a coeducational, nonsectarian liberal arts college which enrolls over 1,600 full-time students and already has extensive experience with faculty development.

Its faculty is of high quality with varied teaching styles and has lent strong support to the idea of faculty development. Under a 1980 Bush planning grant, the Faculty Activities Committee, an elected four-person group, conducted one-hour interviews in which every Macalester faculty member was asked to assess, both for themselves and for the rest of the faculty, the strengths and weaknesses of current faculty development efforts, and the greatest needs for the future. Information from the interviews and from a questionnaire survey were discussed by the Faculty Curriculum Committee, and by the full faculty in two open hearings and at a September retreat. Needs emerged which resulted in additional Faculty Development activities, funded by a $180,000 Bush Foundation grant.

GOALS AND STRATEGIES:

Activities designed to improve liberal education and student learning by broadening faculty perspective on professional development consist of three categories — Colloquia, Direct Grants, and Student Fellows.

1. **Colloquia** directed and coordinated by faculty members:
   - **a.** Four faculty seminars, each with a faculty coordinator and from five to ten faculty participants, on topics in intellectual inquiry or teaching.
   - **b.** Two symposia led by faculty members, one to address the special interests and needs of younger faculty, and one those of senior faculty.
   - **c.** Two "Sunrise Faculty Seminars": Workshops held over breakfast for faculty members to share information on current research and other projects. The coordinators will receive a direct grant of $200 (see below) and have an operating budget to cover costs including honoraria for faculty presentors.
   - **d.** Three Interim Term courses or seminars designed to provide a sequence for students at different stages of their education at Macalester. Guest presentations are offered.
2. **Direct Grants** to faculty for research, course development and the improvement of teaching:
   - **a.** Nine grants of $2,000 each to provide time, primarily during the summer, but with two grants restricted to travel abroad during the Interim Term with an overseas course.
   - **b.** Twelve grants of $1,000 each for expenses related to research, program development or teaching, and travel. Two grants are restricted to younger faculty.
   - **c.** Two to ten grants, depending on the availability of funds, of $500 each to support professional activities.
   - **d.** Twenty to forty grants of $200 each for professional activities of the participants in the faculty seminars and the coordinators of the "Sunrise Seminars."
3. **Student Fellows:** grants of $750 each are available to up to twenty juniors and seniors each year who will serve as Student Research Fellows, working with faculty members on topics and projects of mutual interest.

PROFESSIONAL DEVELOPMENT PLANS:

Each applicant for the above Bush grants is required to submit, for consultation with his or her department chairman, and to the Vice President for Academic Affairs, an individual professional development plan, outlining developmental goals for at least the following three years. Each grant application states the purpose for the requested funds, expected achievements, evaluation plans, and an explanation of how the proposed project fits into the faculty member's professional development plan. Grants are awarded on the basis of how well the stated objectives relate to the applicant's personal professional development goals.

PEOPLE

Harley Henry, Associate Professor of English: Coordinator of the Faculty Development Program (612-696-6296, Interim Office, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105).

Competition for the Macalester faculty development grants is administered by the **Faculty Activities Committee** and **Jack E. Rossman,** Vice President for Academic Affairs.

Mary College

Teacher Consultants

Mary College, in Bismarck, North Dakota, is a four-year liberal arts college, enrolling approximately 1,000 students. A $75,000 Bush Foundation grant supports faculty development activities which concentrate primarily on improving teaching skills needed in a newly revised curriculum. At the heart of the program is the Center for Faculty Development. The Center will coordinate teaching improvement activities in five areas: (1) training "Master Teachers," (2) outside lecturer series, (3) resource materials, (4) individual professional development, and (5) evaluation.

GOALS

To improve teaching techniques, raise professional standards, and enhance the interpersonal skills of college instructors.

STRATEGIES

1. Train five faculty members selected from different disciplines by the Faculty Development Committee to become "teacher consultants." These faculty are released from a part of their teaching responsibilities to attend national workshops on teaching and to visit classes in other institutions. These teacher consultants, in turn, provide two services: to conduct seminars each academic term to acquaint individual instructors with effective and innovative teaching techniques; and to train new faculty members in pre-service workshops held prior to the commencement of each academic year.

2. Bring six (two each year) nationally recognized educational leaders to Mary College for a lecture series entitled "Outstanding Educators of our Time" and provide consultants for three workshops annually on teaching problems. In addition to sharing their philosophies of teaching, the educators will be expected to provide demonstrations of their teaching methodologies to the College staff. Faculty will thus have contact with and learn from effective and innovative college teachers.

3. Purchase resource materials — books, films, publications, technical manuals, videocassettes — for use by the faculty to improve their teaching in classrooms, laboratories, and other academic settings. A unique feature of the Center will be the acquisition of data-based publications dealing with improved instructional methods in various academic disciplines; for instance, a compendium of innovative teaching techniques in Biology will be catalogued by the Center, and computerized retrieval procedures will provide indivdual Biology instructors with instant access to referenced materials. In addition to the acquisition of these resources, the Center will inform faculty of innovative teaching materials that bear relevance to their specific subject areas.

4. Address the need of faculty to continue their own personal professional development while still concentrating on teaching effectiveness. Activities are designed to benefit two groups of faculty. To develop a greater repertoire of professional skills, junior faculty will be encouraged and subsidized to attend national and regional conferences in their disciplines, to participate in academically-appropriate workshops, and to secure leaves of absence for pursuing additional professional training.

The problem facing more experienced faculty members is to keep aware of recent developments in their particular fields while still maintaining effectiveness in the classroom. Activities designed to aid senior faculty with this problem include participation in advanced workshops, travel to conferences held by learned and academic societies, and courses taken at regional centers of higher education. Research opportunities, while limited in scope, will include awards of $300-$400 grants to individual instructors for developing research projects directly related to their areas of teaching.

5. Support activities to measure teaching efficiency, both quantitatively and qualitatively.

PEOPLE

Thomas P. Johnson, Vice President for Academic Affairs: Manager of the Center for Faculty Development (701-255-4681, Mary College, Apple Creek Road, Bismarck, ND 58501).

Faculty Development Committee: A standing committee of the Mary College Teaching Faculty Organization which directs the activities of the Center for Faculty Development.

Minnesota State University System

A Comprehensive Program to Serve Diverse Needs

Southwest State at Marshall; Metropolitan State at St. Paul/Minneapolis; State Universities at Bemidji, Moorhead, Mankato, St. Cloud and Winona. These seven institutions, diverse in size and geographic locale, make up the Minnesota State University System. With the Chancellor's office in St. Paul as a hub, an eight part, $989,950 Bush-funded program of faculty development has evolved. Since 1977, the System has had legislative support for faculty development; the Bush-funding allows expansion and extension of this work.

GOALS AND STRATEGIES

MINNESOTA WRITING PROJECT

Goal: The Improvement of Student Writing

Strategy: Select six master teachers from a variety of disciplines to work intensively on the teaching of writing, both with their own colleagues and with students in their classes. Teachers are relieved of 1/9 of their regular teaching load and receive stipends. Successful writing projects have been established on all campuses. Training workshops and seminars on writing will involve faculty throughout the System in 1982-83 and 1983-84. Faculty participants in the training programs will also receive stipends.

Dr. Keith Tandy, who developed the Moorhead State project, directs this project and hopes to extend the teaching of writing to disciplines other than English. Another early pilot project was organized by Dr. Lois Bueler at Winona.

The Minnesota Writing Project was assigned top priority because of the generally perceived importance of improving the writing skills of undergraduates, and because of its success at Moorhead and Winona.

STUDENT–TEACHER RESEARCH PROJECTS

Goal: Offer selected upper division undergraduates the opportunity to participate in supervised academic research developing out of study in a particular department.

Strategy: Provide funds for student research fellowships (projects to be proposed by faculty in individual departments) and for associate research expenses. Each project includes a $500 student research fellowship and support for associated research expenses estimated at $1000 each. Selection is based on the worthiness and manageability of the project, the quality of the research design and whether both faculty and students have worthwhile roles to play in carrying out the project. Research results are published when possible. This proposal followed completion of several successful projects in the Department of Economics at Bemidji.

FACULTY INTERNSHIPS IN THE NON-ACADEMIC SETTINGS

Goal: The improvement of student learning by expanding and updating faculty's academic training through experience in their fields outside the academic setting.

Strategy: Provide teachers with up to a year of full salary to complete internships in government, business, or non-profit agencies. Each year three internship opportunities will be provided in 1982-83 and 1983-84. Selection criteria include how well the proposed experience might benefit the teacher's program or department and what effect the experience is expected to have upon student learning. Under this program, the state continues salary and benefits for grant recipients, and the Bush Foundation pays for replacements.

CHANCELLOR FELLOWSHIPS FOR THE IMPROVEMENT OF STUDENT LEARNING

Goal: Study teaching methods and develop new curricula.

Strategy: Provide a year's study for up to three teachers per year. The design task force suggested this activity after state-supported competitive grants, providing teachers release time for studying new teaching methods and developing new courses, produced successful results.

To be selected, an applicant must have taught within the System for at least six years, show success in improving student learning in projects or courses, and demonstrate that the proposed study plan is likely to have a worthwhile product which will improve student learning and further the academic goals of his or her department. The state supports continued salary for the selected teachers, and Foundation funds pay for a replacement teacher. The results of each study are disseminated throughout the System through lectures and discussions on each campus.

RESIDENCIES FOR VISITING SCHOLARS, ARTISTS, AND PRACTITIONERS

Goal: Provide students and faculty with more extended contact with distinguised visiting scholars and artists than is usually available in the existing residency format.

Strategy: Institute a competitive selection of residency proposals. Distinguished visitors are paid to spend anywhere from a few days to an academic quarter in residence. State funds provide about $900,000 a year for guest lecturers and performances, but very little of this goes toward longer term, carefully planned visits. It is believed that such contact does much to alleviate the sense of academic isolation felt on many campuses far from metropolitan centers.

CONSULTANTS FOR ACADEMIC PROGRAM REVIEW

Goal: The review of the academic programs in the System.

Strategy: Provide external peer review of program content and practice, department by department. In 1977, the State University Board adopted a requirement that every academic program in the System be reviewed at least once every five years. St. Cloud State University developed a review process which will be followed by the other universities. This process requires that participating departments complete a self-study prior to visits by consultants from outside the System. The consultants, often suggested by professional organizations, prepare a final report which the departments must address.

CURRICULUM DEVELOPMENT

Goal: Provide curriculum development projects that go beyond the usual course revision and updating now part of regular department responsibilities.

Strategy: Focus upon large scale programmatic issues which require substantial blocks of faculty time for research, consultation, and writing. Projects are selected in a state-wide competition. Examples of funding include a revised Nursing curriculum for non-traditional students and the development of a new major in Industrial Chemistry.

PROJECT EVALUATION SEMINARS

Goal: The evaluation of the above programs.

Strategy: External evaluation consultants, academic vice-presidents and Chancellor's staff discuss specific methods for program evaluation. Following these discussions, a comprehensive evaluation plan is drawn up by the Associate Vice Chancellor for Academic Affairs, centering on the goals stated in the individual programs.

PEOPLE

Adrian Tinsley, Associate Vice Chancellor for Academic Affairs (612-296-6870, Minnesota State University System, 407 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101) and Project Manager **George Bates** administer the system-wide program with delegation as appropriate to Vice Presidents for Academic Affairs at the seven universities. The Associate Vice Chancellor is assisted and advised by a General Advisory Committee consisting of nine elected faculty members and the seven Vice Presidents.

A SYSTEM-WIDE APPROACH

Given the diversity of the seven institutions participating in the MSU System's faculty development program, special problems exist. Some of the proposed activities, such as academic program review and project evaluation, affect all institutions in roughly the same manner, while others, like the writing project, are designed to begin on different campuses at different times. The degree to which institutions participate in activities will depend on the competitive quality of individual or institutional proposals, as judged by local university committees, the Advisory Committee and the Chancellor. Different universities have evolved different mixes of activities, and some campuses have participated more extensively than others.

However the activities evolve at the different institutions, the overall program is designed to allay worries about "growing old together" by providing new challenges, fresh approaches to teaching and learning, and continual intellectual stimulation to both faculty and students. Special efforts are being made to pool the resources and expertise of the various campuses to insure additional benefits which result from a **system-wide** approach to faculty development.

Mount Marty College

Maintaining Balance Between the Liberal Arts and Professional Programs

Mount Marty College is a coeducational, liberal arts institution in Yankton, South Dakota, with about two-thirds of its 580 students enrolled in professional programs in allied health sciences.

With a 1980 Bush Foundation planning grant, the administration and 49 full-time equivalent Mount Marty faculty began planning ways to extend their existing faculty development activities. They were guided by one particular concern — the erosion of the liberal arts curriculum in the face of increasing professional pressures. Therefore, deliberations centered around ways to revise the curriculum to increase the exposure of students to liberal arts studies, while at the same time maintaining necessary standards in professional programs. A second area of discussion involved assessing the information, skills, and attitudes Mount Marty students should possess upon graduation. These discussions caused the faculty to consider the need for faculty retraining and revitalization as well as the need for curriculum revision.

A new $74,900 Bush-funded faculty development grant supports a program of small incentive grants to faculty for projects designed to increase communication between professional and liberal arts teachers and to stimulate interdisciplinary teaching. The program includes three different kinds of activities: a "Faculty as Curriculum" Center; a "Faculty as Curriculum" Exchange; and "Faculty as Curriculum" Mini-Grants.

"FACULTY AS CURRICULUM" CENTER

GOAL

Provide a focus facility for all project activities.

STRATEGY

Provided and equipped by the College, the services of the Center include (1) resource materials for curricular design and change, including sample syllabi, curricular guides, evaluation tools, catalogs, etc., (2) a telephone consulting facility including a bibliography of consultants, (3) facilities and materials for workshops, seminars, and meetings on curriculum design, and (4) facilities and materials for orientation of old and new faculty members to the faculty development programs.

"FACULTY AS CURRICULUM" EXCHANGE

GOALS

Acquaint faculty with new curricula or faculty development methods and promote interdisciplinary understanding.

STRATEGIES

To create a "Faculty Exchange-Consulting Network," four full-time faculty members selected by the coordinator are trained in new curricula of faculty development methods. The new methodology is then shared with other faculty members, either on a one-to-one consulting basis or through small workshops. The administration of the College provides the equivalent of one full course release time for these consultants to work through the FAC Center.

The four 'Exchange' positions have been identified as "FAC" Exchange Members for Evaluation of Curriculum, Computer Assisted Instruction, Improvement of Instruction, and Interdisciplinary Course Design and Implementation. A brief description of each follows:

Evaluation of Curriculum: This member is available to faculty who are developing, implementing, or evaluating grant proposals, grants, programs, courses, interims, or units of study. She works with the faculty on an individual basis or make presentations to large or small groups, and is building and maintaining a collection of resources (sample tests, readings, bibliographies) related to curriculum evaluation.

Computer Assisted Instruction: This member is becoming knowledgeable in the techniques of instituting Computer Assisted Instruction (CAI) in a variety of discipline areas. He is formulating and maintaining a resource file of available computer software applicable to CAI and aids the faculty in its implementation in the classroom. He will also act as a consultant for the improvement of CAI programs.

Improvement of Instruction: This member is knowledgeable about a variety of teaching models and observation techniques so that she can become a facilitator in the identification and clarification of teaching problems and an unbiased observer available to faculty on a voluntary basis to aid in the improvement of perceived teaching difficulties.

Interdisciplinary Course Design and Implementation: This member is knowledgeable in curriculum planning and implementation, and familiar with additional human resources within the community and region. She will formulate and maintain a resource file available to faculty desiring to create an interdisciplinary course, aid interested faculty in course design, and identify and recruit applicable resources. Finally, this member acts as a consultant for the improvement of interdisciplinary courses.

Under "Faculty Exchange-Study Grants" teams of two or more faculty members are provided release time for training in interdisciplinary curriculum areas. After taking courses at the University of South Dakota or through independent study, these faculty teams share their new knowledge with other faculty, either individually or in small groups. Ultimately, the knowledge gained under the "Faculty Exchange Network" and the "Faculty Exchange-Study Grants" is shared with students.

"FACULTY AS CURRICULUM" MINI-GRANTS

GOAL

Curriculum revision.

STRATEGY

Four faculty members annually receive release time and mini-grants up to $2,500 each to develop a new course, change a present course, develop an interdisciplinary course, or design a new curriculum.

PEOPLE

James R. Bowers, Associate Professor of Biology: FAC Coordinator (605-668-1592, Mount Marty College, 1100 West Fifth, Yankton, SD 57078).

Dr. Bowers works with Mount Marty faculty directly through the FAC Center to keep faculty informed of curricular changes and of the activities and materials in the FAC Center, to schedule workshops and seminars, to select grant recipients, and to perform general administrative tasks. In addition to these duties, the coordinator's most important job is to generate faculty enthusiasm and participation in the program.

North Dakota State University

Faculty Development Benefits Both Students and Faculty Alike

Located in Fargo, North Dakota, North Dakota State University is a Land Grant University enrolling 8,700 students. Its 550 full and part-time faculty members are organized into six colleges: Agriculture; Engineering and Architecture; Home Economics; Humanities and Social Sciences; Science and Mathematics; and Pharmacy. By 1986, enrollments at the University are expected to drop, requiring faculty reductions. To minimize the impact of declining enrollments, NDSU has developed, with the support of a $300,000 Bush Foundation grant, a University-wide Faculty Development Institute dedicated to the improvement of teaching. The Institute offers assessment, seminars and counseling for faculty in the areas of teaching and advising and operates a grants program for faculty projects dealing with the improvement of student learning.

GOALS

The purpose of the present program is to provide organized faculty development activities to improve the teaching and advising skills of the faculty with the ultimate goal the improvement of faculty morale and student learning. A secondary goal is to make University programs more attractive to students, thus reducing the proportion of students who drop out before completing their degrees.

STRATEGIES

NDSU's Faculty Development program consists of six kinds of activities which operate under the following principles: the institute's programs are available University-wide; the guiding objective for all programs is the improvement of student learning; faculty participation is voluntary and not related to promotion or salary decisions; the Institute is governed by the faculty with support from administrative personnel.

The six kinds of activities offered by the Institute include:

1. Instructional Assessment and Counseling. Program coordinators, elected by faculty in each of six colleges and trained in instructional assessment and counseling, assist individual faculty who seek to improve their teaching. Bush funds pay decreasing portions of the costs of replacement faculty to cover one half of the coordinator's teaching assignments. The coordinators provide individual counseling and peer assessment of classroom performance, organize seminars on teaching, student development and advising, and encourage faculty to apply for small grants to improve teaching or to develop new courses.

2. Students and Student Development. The Office of Student Affairs develops materials and plans seminars to improve faculty understanding of students and learning. The program coordinators promote these seminars within their own colleges. Coordinators and Office of Student Affairs staff will be trained during the second year of the grant period to initiate research activities on student development at NDSU.

3. Student Advising. Coordinators and Office of Student Affairs staff will be trained in developing and implementing different models for advising students.

4. Faculty Colleague Groups. Groups of faculty within and across disciplines are organized to explore problems in student cognitive development, to develop new courses, or to explore a common research interest.

5. Faculty Development Grants. Grants for a maximum of $2,500 (individual) or $5,000 (group) are made to faculty for projects which lead to the improvement of student learning and which specify how this improvement will be assessed. Grants could be used, for example, for summer study, tuition, travel, library materials, consultants, or visiting scholars. The Faculty Development Institute's Central Committee allocates these funds among qualifying grant proposals.

6. Continuing Program Development. The Institute's Central Committee continues to seek new ways and new activities to encourage and support faculty development at NDSU.

PEOPLE

Johannes Vazulik (701-237-8848, Department of Modern Languages, Minard 320, North Dakota State University, Fargo, ND 58105) chairs the **Central Program Committee** which manages the Faculty Development Institute. The Central Program Committee is composed of six faculty coordinators, one from each college: **Jeanette Dittman,** Home Economics; **Muriel Vincent,** Pharmacy; **Alberta Dobry,** Teacher Education; **Edward Dunn,** Agriculture; **Harold Jenkinson,** Engineering & Architecture; and **Donald Scoby,** Science and Mathematics. The other members of the Central Program Committee include: **Andrew Keogh, Ken Raschke,** and **Mary Wallum,** Program Planners; **Ray Hoops,** Vice President for Academic Affairs; **Robert Sullivan,** Director of Special Projects; and **Gloria Taffee,** Coordinator for Student Affairs.

Saint John's University

Faculty as Teachers, Community, and Individuals

Founded in 1856 under charter from the territorial legislature, Saint John's University is a private, liberal arts university governed and operated by the Benedictine monastic community of Saint John's Abbey in Collegeville, Minnesota. Seventeen hundred men are enrolled in its undergraduate college, and about one hundred men and women in its Graduate School of Theology. Its faculty consists of both Benedictine and lay teachers with unusually strong academic backgrounds.

Along with a $37,000 Bush-funded planning grant awarded in the spring of 1980, Saint John's allocated $35,000 for a faculty self-study, directed by economics professor, Joseph M. Friedrich. From this self-study emerged specific needs, which fall into three categories: (1) Faculty as Teachers; (2) Faculty as Community; (3) Faculty Knowledge of Individual Development.

The faculty development program at Saint John's, funded by a $179,971 Bush Foundation grant, has been developed to be responsive to each of these needs.

GOALS AND STRATEGIES

(1) Faculty as Teachers: Improve faculty teaching and, because of the liberal arts emphasis and community atmosphere of Saint John's, develop interdisciplinary skills.

(a) Writing skills workshops: Three one-week summer writing workshops, for ten faculty members each. Those invited to participate are those interested and best able to extend the teaching of writing into their own non-writing disciplines. The workshops are to be directed by Dr. Janet McNew, Assistant Professor of English.

(b) Conference and workshops in directing student research: Twelve faculty members work with a consultant to consider the use of student research projects as a teaching mode for upper division students. Participating faculty will reassemble for a week the following summer to plan application of these techniques in their courses.

(c) Workshops in teaching through discussion: Patterned on proven workshops conducted for international diplomats by The Executive Council on Foreign Diplomats, four two-day workshops will be held stressing training in leading discussions. Each workshop will be conducted by Robert L. Spaeth, Dean of Saint John's, and an external expert.

(d) Experimental courses in the teaching of values in the sciences: Five faculty selected from the natural sciences division and five from the social sciences will plan and then offer experimental courses in the sciences, incorporating the teaching of values. A one-week summer workshop is scheduled to evaluate results and, if successful, consider expansion of this work.

(e) Experimental courses involving interdisciplinary team teaching in the humanities: Six members of the humanities faculty will plan and then offer interdisciplinary team-taught courses in the humanities. A one-week summer workshop is also scheduled to consider expansion of this work.

(f) Computer skills workshops: Three kinds of activities are planned:

1. A series of three computer skills workshops held on Saturday and conducted by the Saint John's Computer Center staff. Participants are chosen for their interest and for the appropriateness of the use of computers in the courses they teach, with special emphasis on the social sciences and humanities.

2. A two week summer workshop in computer skills for the faculty who participated in the Saturday workshops. Faculty learn the computer skills necessary for instruction in their courses, and plan the applications of computer technology for those courses.

3. Participating faculty serve as tutors for five additional faculty with similar interests in introducing computer technology into their courses.

(2) Faculty as Community: Increase understanding and cooperation between Benedictine and lay faculty:

(a) Benedictine lecture series: Four lectures presented on significant Benedictine monastic topics by Abbot Jerome Thiesen, O.S.B.; Father Hilary Thimmesh, O.S.B., President of Saint John's University; Sister Emmanuel Renner, O.S.B., President of St. Benedict College; and Benedictine and lay faculty members of Saint John's University. Each program will include dinner and a reception for faculty and spouses, financed by Saint John's University.

(b) Benedictine weekends: Patterned on two successful Benedictine/lay faculty study weekends during the planning year, three additional weekends are planned for faculty and spouses to discuss issues related to Benedictine sponsorship of the University. Newcomers to the faculty will be urged to participate.

(c) Monastic faculty retreat: A weekend retreat for Monastic faculty to discuss their concerns about University sponsorship, as well as other possible topics. Several participants will have already taken part in the lay-monastic weekends, and will be able to relate the concerns of the lay faculty to the concerns of the monastic faculty.

(d) Four forums on Benedictine topics: On each occasion, a panel of four faculty will discuss, at a public meeting, an essay concerning Benedictine monasticism, previously written for the occasion.

(e) Publication: The lectures and essays in (2) (a) and (2) (b) above will be published and made available to faculty, students, and other interested persons.

(3) Faculty Knowledge of Individual Development: Increase faculty understanding of student learning styles, and improve faculty advising skills.

(a) Conference and workshop on student development: A consultant on educational psychology to present theories of young adult development and their implication for teaching at Saint John's University.

(b) Two-day workshops and varied follow-up activities concerning faculty career development: Scheduled activities include a workshop, a variety of discussion sessions, work with department chairpersons, and participation by outside consultants. Faculty are widely supportive of such counseling.

(c) Workshop on advising skills: A workshop, designed to provide information on the characteristics and needs of Saint John's students, with emphasis on changes during the four-year undergraduate experience.

(d) Afternoon seminar series concerning freshman students: Topics will include The Freshman Student: Patterns of Development During the Freshman Year, presented by Dr. Carole Widick; Methods of Advising, presented by Dr. Finian McDonald, O.S.B., of the Career and Counseling Services; The Transition from High School to College, presented by one of the College prep teachers from Saint John's Preparatory School; and Text Anxiety and Study Skills, presented by the Peer Resource Group.

(e) Weekend workshop on increasing faculty participation in Saint John's University residential life: Faculty residents will prepare a report on how they believe faculty participation in campus residential life can be increased. The Bush Faculty Development Program director and his advisory council will use this report to develop specific activities in response.

(f) Regular informal gatherings for faculty and students: Each Friday afternoon between 4 and 6 faculty and students will be invited to meet informally and socially in an effort to strengthen community rapport. These social hours will be subsidized by funds from the Food Service, the Vice President for Student Affairs, and the Academic Dean.

Related Activities

(1) Faculty Development Newsletter: A periodic publication reporting activities and progress. Six issues each academic year.

(2) Travel: For Project Director and/or selected faculty members to investigate other faculty development programs through visits to other campuses.

(3) Faculty Development Library and Reading Room: A space will be provided and stocked with publications and other reading materials related to our various activities. It will also be used for informal discussions, and announcements will be posted on a bulletin board in the room. The Project Director will schedule hours during which he will be available in the lounge.

(4) Fund for faculty research: $10,000 will be allocated each year for competitive proposals for individual and group research on faculty development. Funds from other sources will be sought and set aside to support this activity at a consistent level following the grant period.

(5) Annual scholarly journal: Forum papers, selected faculty reports and invited essays will be published in an annual faculty development journal and distributed to the faculty.

PEOPLE

Joseph M. Friedrich, Assistant Professor of Economics: Director of Faculty Development (612-363-3519, Saint John's University, Collegeville, MN 56321).

Assisting Dr. Friedrich is a faculty advisory council including the following people: Dr. Charles Lavine, Physics Department; Dr. Carole Widick, Psychology Department; Fr. Alan Bouley, O.S.B., Theology Department; Dr. Linda Hansen, Analysis of Values Program; Dr. Charles Thornbury, English Department. Mr. Lee Hanley, Director of Foundation, Government and Public Information, and Dean Robert Spaeth serve as **ex officio** members of this council.

Saint Olaf College

A Greater Sense of Common Purpose

Saint Olaf College in Northfield, Minnesota, is a liberal arts college of The American Lutheran College, enrolling approximately 3,000 students. Along with a reputation for excellent teaching and strong management, Saint Olaf has an impressive record of faculty development, funded both by the college and from external sources. This record includes support for 1) professional growth through sabbaticals, released time, and summer research; 2) curricular development; and 3) improvement of teaching. A Teaching/Learning Center, where faculty discuss issues relating to teaching skills and classroom performance, and attend programs on topics such as interdisciplinary teaching, experimental education and individual methods of instruction has been an important part of the faculty development effort. The Saint Olaf program is designed and administered by members of the faculty.

Building on the success and experiences of the present program, and with support from a $178,500 Bush Foundation grant, the College is now expanding its faculty development activities, to strengthen the curriculum of the College, with special attention to interdisciplinary ventures and other projects intended to foster a greater sense of common purpose among faculty and staff.

GOALS AND STRATEGIES

A major goal of past faculty development programs at Saint Olaf has been to offer faculty members opportunities for continued development as scholars within their disciplines. These individual opportunities will continue to be supported by the College. But the campus community has now identified the need to focus special attention on two areas relating to faculty development: curriculum revision and increased opportunities for faculty to work together on topics of institutional concern. Saint Olaf faculty believe that a curriculum responsive to student needs is essential for both recruiting and retention. The Saint Olaf Faculty Development program, expanded to include curriculum revision and interdisciplinary programs, is designed to address the needs of both students and faculty, to bring them closer together and to foster the understanding and cooperation necessary to achieve their common goals. To accomplish these purposes, Saint Olaf College has planned a four-part program:

(1) Departmental Planning: During the past five years, with support from a grant from the Mellon Foundation, departments have undertaken a process of evaluation and review and are now ready to implement five-year plans based on those evaluations. Each department can request a grant for up to $1,500 to implement the plans, including, for example, visiting scholars, work with library staff, and restructuring courses. The amount set aside for the Departmental Planning phase of the program is $89,000.

(2) Course Improvement Activities: Two kinds of grants are available to individual faculty under this expanded program:

(a) As many as four younger untenured faculty each year may be released from one course to pursue teaching improvement activities. The grant recipients will work with the Teaching/Learning Center and Office of Educational Research to design activities likely to be of significant benefit to the individual, the department and the College.

(b) Tenured faculty may also receive grants to revise core departmental courses. Such projects may involve students, other faculty, or library staff. Course improvement grants total $65,000.

(3) Interdisciplinary and Group Activities: Faculty may apply for three kinds of activities:

(a) Summer seminars for 3-5 faculty in different disciplines to develop a new interdisciplinary course or to study an intellectual topic of common interest, supported by grants up to $3,000.

(b) "Paraloop" grants of up to $2,000 to develop seminars for Saint Olaf's Paracollege program. Faculty receiving paraloop grants work for one semester in the Paracollege and then return to their departmental teaching responsibilities. (The Paracollege offers Saint Olaf students and faculty an opportunity to explore new approaches to teaching and learning. The "Paraloop" has been a one-semester tenure in the Paracollege for students, which is now being extended to faculty.)

(c) Campus-wide workshops on topics of current institutional concern, such as inter-cultural education, the development of analytical skills, and the relation of the college to the church. Stipends go to workshop leaders and for materials.

The cost of these three interdisciplinary activities is $92,349.

(4) **Senior Associate Program**: $220 per year will be provided by the College for program expenses for a Senior Associate Program, wherein senior faculty members will meet with new faculty to share their understanding and visions of the College and to discuss issues of personal and professional concern.

An evaluation plan is to be an integral part of all faculty development activities.

PEOPLE

Keith O. Anderson, Vice President and Dean of the College: General Supervisor. Dr. Anderson works with a committee of elected representatives from the six divisions of the College.

Barbara Helling, Associate Professor of Behavioral Science and Coordinator of the Teaching/Learning Center: Program Director (507-663-3148) Saint Olaf College, Northfield, MN 55057).

University of Minnesota

Sabbaticals for Undergraduate Education

With its main campus in the Twin Cities, the University of Minnesota employs 3,000 faculty and enrolls 52,000 students. 45,000 of these students are undergraduates. The Bush-funded faculty development program at the University focuses on the improvement of undergraduate education. The Foundation has provided funds for sabbatical leave supplement grants to faculty who teach undergraduates and whose sabbatical work plans are focused and purposeful in their contribution to undergraduate education at the University.

GOALS

1. Increase usage of the University's currently underutilized full-year sabbatical furlough plan.

2. Help improve undergraduate instruction, thereby focusing more attention upon the quality of the undergraduate curriculum.

This faculty development program is intended to increase the scholarly productivity of the faculty and to apply that to undergraduate instruction. At the University of Minnesota, 59 percent of the faculty held tenure rank in 1965. Today, 82 percent of these regular faculty members are tenured. The hiring of young faculty has sharply decreased, due to decreases in enrollment, reduced funding, and the faculty "bulge" of the 1960's which produced faculty who will not retire for 10 to 20 years. Therefore the question of faculty vitality for mid-career, tenured teachers has taken on high priority. Also, research on the effectiveness of "purposeful" sabbatical leave programs is not extensive, and what there is is inconclusive. The present faculty development program hopes to make an interesting and timely contribution to faculty development research nationally.

STRATEGY

The program provides $900,000 over a four year period ($300,000; $300,000; $200,000; and $100,000) for 25 to 30 sabbatical supplementary grants a year for tenured faculty members. The grants are for between 30 and 40 percent of salary, and accompany the regular half salary which the University provides for persons taking a full year sabbatical.

Applicants in the following circumstances are eligible:

1. They wish to renew or develop further their scholarly competence and activitiy.

2. They are unable to obtain a sufficient level of external support to allow them to accept a full year sabbatical leave.

3. They are involved in undergraduate teaching and present a work plan for the sabbatical which "must make a definite and visible contribution to undergraduate education in the University".

4. They have endorsement from their department chairperson that the proposed work plan meshes well with the needs of the department.

Examples of suggested projects are the preparation of new undergraduate honors seminars, new undergraduate research projects, suggestions for senior projects, and new or revised undergraduate courses.

It is believed that this program is also useful to two other faculty groups: those attempting to shift their work from one field into a related one, and thereby needing time to absorb the literature and current developments of the new field; and those stalled in the middle of a major piece of research and in need of uninterrupted time to complete it.

PEOPLE

Kenneth H. Keller, VPAA: general administrator, and **Richard B. Heydinger,** Assistant to the Vice President (612-373-2495, 213 Morrill Hall, University of Minnesota, Minneapolis, MN 55455).

John R. Wallace, Associate Dean of the Graduate School chairs the faculty committee which reviews the individual applications for sabbatical supplements.

University of North Dakota

A Balance Between Teaching and Research

The University of North Dakota, in Grand Forks, North Dakota, is the largest educational institution in the Dakotas, enrolling 9,500 students and employing 360 and 200 part-time faculty members. Faculty development at UND has had strong support in the past, but has been geared more towards research than towards instructional development.

In 1979, a task force appointed by the Vice President for Academic Affairs studied the faculty development needs of the University and recommended the creation of an Office of Instructional Development to complement the existing Office of Research and Program Development. The task force also proposed new resources of time and financial assistance to support the continuing development of faculty as teachers, thereby improving the quality of instruction at UND. These recommendations formed the basis of a request for funds to the Bush Foundation, which granted UND $375,000 for three years, beginning in 1980.

GOALS AND STRATEGIES

The UND program of instructional and faculty development has been organized around a single objective: to provide resources for improved instruction and the professional development of UND faculty members as teachers. An Office of Instructional Development, staffed by a director and a secretary, has coordinated and administered activities designed to accomplish this objective.

Three kinds of activities have been pursued: direct service; funding; and advocacy. In addition, faculty development activities which involve both instructional development and research development have been begun.

Direct Service: The Office of Instructional Development has provided direct assistance to faculty and staff members through materials, consultation, and assistance in instructional development projects. The Office serves as a source of materials related to college teaching, such as articles, synopses of research and practice, and audio and video tapes. The Office also provides a central, formalized source of consultation for faculty and staff regarding teaching—course design, methods, testing procedures, etc. Consultation is provided by the Director and by faculty, e.g., the Teaching Consulting Group, a group of faculty members working through the Office to provide assistance to other UND faculty members. In addition to this individual consultation, the Office sponsors group consultations, in the form of workshops and seminars.

As a third kind of direct service, the Office assists in instructional development projects. This service goes beyond consultation and involves actually "rolling up sleeves" to work with faculty and staff members in developing, and even presenting, instruction.

Funding: The Bush grant and matching University funds support faculty development projects in three forms: Instructional Development Grants, Instructional Development Contracts, and Instructional Developmental Leave Supplements.

Instructional Development Grants are awarded by the Faculty Instructional Development Committee, a University Senate committee consisting of six members elected by the Senate, the Office of Instructional Development Director, and the VPAA. Twice each year the Committee calls for proposals from individuals and groups who seek to improve courses, methods and professional skills related to teaching.

Instructional Development Contracts are **institutional** initiatives in instructional development, and are supported by a separate fund. The Office of Instructional Development Director identifies strategies for instructional development, enlists faculty and staff participation, and supports these strategies with the Contracts fund. The following list reflects the kinds of strategies which seem to be most significant on the campus: curriculum projects; instructional materials; interdisciplinary activities; individual professional development; department instructional planning; college faculty development activities; faculty resources for instructional development. A number of these projects have been jointly funded with the Office of Research and Program Development, college deans and departments, or other administrative units.

Instructional Developmental Leave Supplements support the already existing developmental leave program at UND. For faculty members whose leave projects focus on research or writing, external grants or contracts can usually be obtained to support their activities. But for those who want to pursue instructional development work, little outside support exists. The Instructional Developmental Leave

Supplements program was created to assist these faculty members. In the program's first year, ten faculty members have been supported to improve their subject knowledge or skills, develop new pedagogical approaches, or to achieve refreshment in their work as college teachers.

Advocacy: The Bush proposal also charges the Office of Instructional Development Director to be a spokesperson for instructional development at the University. Specifically, this means 1) giving advice to the Vice President for Academic Affairs and other major administrators and faculty committees on issues related to instructional development; 2) increasing opportunities and rewards for instructional development; 3) strengthening existing instructional development-related services; and 4) seeking additional resources for instructional development.

Faculty Development: The proposal to the Bush Foundation, which created the Instructional Development program, also sketched an approach to faculty development concerned with the overall professional development of UND faculty members in all their roles — teacher, scholar, university and public servant. Central to the functioning of this program is the University Faculty Development Committee. Most important in the work of the Committee are its attempts to pinpoint the meaning of faculty development at UND, to guide future discussions and acitivities, and to guide faculty members' thinking about their responsibility for their own professional development and that of their colleagues.

Together, the University Faculty Development Committee, the Office of Instructional Development and the Faculty Instructional Development Committee, the Office of Research and Progam Development and the Faculty Research Committee, and the Vice President for Academic Affairs' Office have developed a posture which attempts to provide the faculty with opportunities and direct services for the whole range of professional concerns and objectives.

PEOPLE

Robert E. Young, Director of the Office of Instructional Development, (701-777-3325, Office of Instructional Development, University of North Dakota, Grand Forks, ND 58202) administers the program, with advice and assistance from the Faculty Instructional Development Committee, the University Faculty Development Committee and the Vice President for Academic Affairs.